



ATTITUDE OF TEACHERS TOWARDS EDUCATIONAL INNOVATIONS

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The world 'innovation', according to the Oxford Dictionary means the introduction of novelists, the alteration of what is established a novel practice and the change in established method. Generally, in the field of education to be creative is to create something new, which markedly deviates from traditional practices which have been followed since a long time to impart education at different levels. Schools, being miniature society, participate in educational reforms and social transformation. The problems of the society are essentially the progress of the school and as such schools are required to teach new skills, develop new insights and approaches to the solution of the social problem which a nation faces, in order to develop better adjustment ability in the future citizen of the nation so that they may satisfactorily meet the challenges of a developing society.

NEED AND IMPORTANCE OF THE SOCIETY:

Introduction of innovations is very essential in our traditional system of instruction to meet the challenges of the present day society. It has been unfortunate in the past that classroom teachers were not involved in innovations. The result of non involvement of classroom teachers had been the failure of all innovations, which we introduce in our educational system. So far as the success of any innovations concerned, the classroom teachers should be involved.

They should actively participate to make the introduction of an innovation a success. The attitude of teachers or the Headmasters of the school towards innovations determines the acceptance or rejection. If the teachers and the Head of Institution develop a positive attitude toward innovation, it is very easy to introduce innovations in educational institutions. The teachers are the architects of the educational system. Hence in this study an attempt has been made to find out the attitude of teachers towards educational innovations.

OBJECTIVES OF THE STUDY:

The study has the following objectives:

- To find out the attitude of teacher towards educational innovations.
- To find out whether there are any significant differences between male and female teachers in their attitude toward educational innovations.
- To find out whether there are significant differences between teachers working in private and government schools in their attitude towards educational innovation.
- To find out whether there are significant differences between teachers working in rural and urban schools in their attitude towards educational innovations.
- To find out whether there are significant differences between teachers teaching various subjects in their attitude towards educational innovations.

METHOD OF STUDY:

The Normative Survey Method has been used. The present study is aimed at finding out the effect of the independent variables, namely gender type of school, locality of the school and subject taught by the teachers on dependant variable the attitude towards educational innovations of the higher secondary school teachers.

TOOLS USED:

In the present study O.S. Rathore's Attitude Towards Educational Innovation scale was used.

SAMPLE OF THE STUDY:

Attitude Scale Towards Educational Innovations has been administered to a random sample of 150 teachers working in higher secondary schools at Cuttack district in Odisha.

STATISTICAL ANALYSIS:

The data has been analysed with the help of Descriptive Analysis and Differential Analysis.

ANALYSIS AND DATA INTERPRETATION:

The Mean score of attitude towards educational innovations is found to be 75.28. Therefore the Mean score is higher than the mid score of 36. So, it can be concluded that the attitude of teachers towards educational innovations is high.

The 't' value of the Mean attitude towards educational innovations scores of male and female teachers is found to be 0.81, which is not significant at 0.05 level (Table 1). It is concluded that the difference between the Mean attitude towards educational innovations scores of male and female teachers is not significant.

Table 1: Comparison of the Mean attitudes towards educational innovation scores of male and female teachers

Sub – Sample	Number	Mean	Standard deviation	't' value	Level of Significance
Male	75	74.61	11.35	0.81	Not Significant at 0.05 level
Female	75	75.95	8.38		

The 't' value of the Mean attitude towards educational innovations scores of teachers working in government and ruled Schools is found to be 0.15 which is not significant at 0.05 level (Table 2). It is concluded that the difference between the Mean attitude towards educational innovations score of teachers working in government and private schools is not significant.

Table 2: Comparison of the Mean attitude towards educational innovations scores of teachers working in government and private schools

Sub – Sample	Number	Mean	Standard deviation	't' value	Level of Significance at 0.05 level
Government	95	75.19	10.00	0.15	Not Significant
Private	55	75.43	9.99		

The 't' value of the Mean attitude towards educational innovations scores of teachers working in urban and rural schools is found to be 1.71, which is not significant at 0.05 level (Table 3). It is concluded that the difference between the Mean attitude towards educational innovations scores of teachers working in urban and rural school is not significant.

Table 3: Comparison of the Mean attitude towards innovations in education scores of teachers working in urban and rural schools

Sub – Sample	Number	Mean	Standard deviation	't' value	Level of Significance at 0.05 level
Rural	59	73.56	9.99	1.71	Not Significant
Urban	91	76.39	9.84		

It is clear from table 4 that the 'F' ratio is not significant at 0.05 levels. It is concluded that the teachers teaching in different subjects do not differ significantly in their attitude towards educational innovations.

Table 4: 'F' Ratio for subject thought and attitude towards innovation in education

Source	D.F	Sum of Squares	Mean Squares	'F' Ratio
Between groups	2	101.86	50.93	0.51
Within groups	147	14702.37	100.01	
Total	149	14804.24		

FINDINGS

- Attitude of teachers towards educational innovations is highly favourable.
- Male and female teachers do not differ significantly in their attitude towards educational innovations.
- Teachers working in government and private schools do not differ significantly in their attitude towards educational innovations.
- Teachers working in urban and rural school do not differ significantly in their attitude towards educational innovation.
- Teacher teaching different subjects do not differ significantly in their attitude towards educational innovations.

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